

DOCUMENT RESUME

ED 461 691

UD 032 394

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TITLE Positive Communication between Parents and Teachers [and] Report Card Sharing: How To Get the Most out of Parent-Teacher Meetings [and] Building Healthy Homework Habits. Partnerships: A Guide for Parents, Nos. 100-102 [and] Partnerships: A Guide for Teachers, Nos. 103-105.

INSTITUTION Mid-Atlantic Lab. for Student Success, Philadelphia, PA.

SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE 1997-00-00

NOTE 22p.

AVAILABLE FROM Laboratory for Student Success, The Mid-Atlantic Regional Educational Laboratory at Temple University Center for Research in Human Development and Education, 1301 Cecil B. Moore Ave., Philadelphia, A 19122-6091. Tel: 215-204-3030; Tel: 800892-5550 (Toll Free); Fax 215-204-5130; Web site: <http://www.temple.edu/iss>. For full text: <http://www.temple.edu/iss/partnerships.htm>.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Communication (Thought Transfer); Elementary Secondary Education; Parent Child Relationship; Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; *Partnerships in Education

ABSTRACT

One of the key goals of the Laboratory for Student Success (LSS) is to encourage school, family, and community partnerships to improve the academic performance and socioemotional development of children and youth. Teachers face the challenge of educating an increasingly diverse student population which is growing up in varied home environments. Families and schools are both active participants in the education of children and youth. Parents/guardians and teachers need to collaborate to improve student achievement and school performance. Family members and educators each have a distinctive yet interrelated role to play, and each has an important voice to be heard. This document contains five Partnership series "brochures" aimed at teachers and parents and focus on increasing the chances of academic success and healthy development of children and youth. (AA)

**Positive Communication between Parents and Teachers
[and]
Report Card Sharing: How To Get the Most out of
Parent-Teacher Meetings
[and]
Building Healthy Homework Habits**

Partnerships: A Guide for Parents, Nos. 100-102
[and]
Partnerships: A Guide for Teachers, Nos. 103-105

**Eva Patrikakou, Roger Weissberg, Mary Hancock,
Michelle Rubenstein, Jennifer Zeisz**

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Partnerships

No. 100

A Guide for Parents

Positive Communication Between Parents and Teachers

by

Eva Patrikakou, Roger Weissberg, Mary Hancock, Michelle Rubenstein, and Jennifer Zeisz
Laboratory for Student Success

One of the key goals of the Laboratory for Student Success (LSS) is to encourage school, family, and community partnerships to improve the academic performance and the socioemotional development of children and youth. Teachers face the challenge of educating an increasingly diverse student population which is growing up in varied home environments. Families and schools are both active participants in the education of children and youth. Parents/guardians and teachers need to collaborate to improve student achievement and school performance. Family members and educators each have a distinctive yet interrelated role to play, and each has an important voice to be heard.

The latest National Education Goals (Goals 2000: Educate America Act) encourage schools to increase their efforts to involve parents in their children's education. Two-way communication between responsible concerned adults in the home and at school is essential to building this partnership. The tips offered in this brochure can help parents initiate constructive and consistent communication with teachers to foster an ongoing parent-teacher relationship.

Good communication between home and school is important to keep you in touch with your child's educational needs and success. Answer these following questions to see how you can improve your communication with your child's teacher.

Do you get the information you need at the beginning of the school year?

Do you:

- ★ go to the school/classroom open house or orientation night?
- ★ have the teacher's phone number and know convenient times to call?
- ★ read the school handbook so that you understand school rules?

Do you let the teacher know that you want to be informed regularly about your child's schoolwork and behavior?

Do you:

- ★ give the teacher your home and work phone numbers and a convenient time to reach you?
- ★ tell the teacher that you want to hear about both negative and positive issues with your child?
- ★ read and respond to all notes, newsletters, etc.?
- ★ ask about class rules, routines, and what students will be learning?
- ★ talk to the teacher as soon as you have a question or concern about your child?

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Do you let the teacher know that you want to be involved in your child's education?

Do you:

- ★ go to parent-teacher conferences and other school meetings?
- ★ ask the teacher how you can help with schoolwork at home?
- ★ volunteer to help the teacher in class or with special events?
- ★ ask the teacher when you can visit the classroom?
- ★ mark your calendar with special school activities and events so that your child is prepared for both of you to attend together?
- ★ work with the teacher to clarify your child's academic and behavioral goals for the year?
- ★ share information about your child's accomplishments at home or in extracurricular activities?

Do you act like a partner with the teacher for your child's education?

Do you:

- ★ tell the teacher that you want to work together to solve problems?
- ★ let your child know that you support the teacher's classroom rules and work goals?
- ★ contact the teacher to let him/her know about things at school that your child likes?
- ★ communicate with the teacher when you have questions, concerns, or suggestions to improve your child's learning experience?
- ★ ask for suggestions about activities you can do with your child to build on what he/she is learning at home?
- ★ show respect for the teacher and school?
- ★ thank the teacher for his/her effort?

If you answered "YES" to these questions, congratulations! You have open and positive communication with your child's teacher. Here are some more tips to help you build on this strength.

More tips to enhance parent-teacher communication:

- ★ Write a note on your child's homework to let the teacher know if the work was easy or difficult.
- ★ Make an appointment so that you have time to talk with the teacher if you have a concern, and let the teacher know what you want to talk about.
- ★ Talk about your concerns in a positive, problem-solving way. Avoid blaming or criticizing the teacher—especially in front of your child.
- ★ Let your child know about talks you have had with her/his teacher. Children should see that open communication between home and school is a good sign of teamwork.
- ★ Tell the teacher about any major changes in your child's life (death in family, birth of sibling, divorce, etc.) that may affect his/her schoolwork.
- ★ Show the teacher your appreciation when he/she does something special for your child.

Contact LSS Information Services for additional brochures on homework involvement and report card sharing.

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Partnerships

No. 103

A Guide for Teachers

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by

Eva Patrikakou, Roger Weissberg, Mary Hancock, Michelle Rubenstein, and Jennifer Zeisz

Laboratory for Student Success

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The latest National Education Goals (Goals 2000: Educate America Act) encourage schools to increase their efforts to involve parents or guardians in their children's education. Open communication between responsible concerned adults in the home and at school is essential to building this partnership. The tips offered in this brochure can help teachers initiate constructive and consistent communication with parents to foster ongoing parental involvement.

There are four essential ingredients to building healthy, open communication between schools and families. These ingredients are the Four P's:

Positive

Too often students and parents are wary of a note or call from the teacher. **Sending home words of praise and encouragement** can change this perception and improve communication with the family. Remember, parents need a pat on the back too!

Personalized

Parents can be overwhelmed by impersonal xeroxed memos which seem less relevant to their child. To avoid the "junk mail syndrome," **jot a quick personal note** on letters home or have students decorate to draw parental attention.

Proactive

Keep parents informed of your class rules, expectations, and current activities. Provide plenty of notice for special events. Let parents know immediately if you have a concern and work together to prevent problems from developing.

Partnership

When well-informed, parents can work as partners in their children's education. **Encourage parents to respond to your notes** by leaving space for comments or including a few quick questions for return—this practice keeps you informed of parents' ideas and concerns.

Getting Started

All written communication to parents should use simple, familiar language and short sentences. Be direct and avoid using educational jargon and long explanations.

If possible, use “attention grabbers”—upbeat graphics, bold headings, borders or boxes around special items, etc. Students can decorate invitations and letters going to their parents—this will help ensure that parents see your communication.

Always communicate respect for and appreciation of parents and families. Talking down to parents will put a quick stop to two-way communication. Be sensitive to cultural differences. Have your letters and memos translated to the first language of your students’ families. Integrate bilingual and multicultural materials into displays and written communications. Be persistent. Use a variety of methods to communicate your important information to families. See which format (note, newsletter, phone call, meeting, etc.) works best for different kinds of information. Use alternative methods to follow-up with hard-to-reach families.

Send a welcome letter

Send a welcome letter to parents well before the school year starts to help them get their children ready for a new classroom. This letter may also be sent to the parents of students transferring into your class throughout the year. In it, you should include:

- ★ basic subjects and major goals for the year
- ★ materials needed for class
- ★ how and when to contact you (a phone number and most convenient times to reach you)
- ★ your expectations for students’ work and behavior
- ★ suggestions for ways parents can be involved in homework
- ★ a sincere invitation to share concerns, visit class, and provide support

Remind parents to read the school handbook

You may want to highlight school policies and programs pertinent to your students (e.g., procedures regarding absences and tardiness, weather emergencies, after-school activities, etc.). Ask parents to discuss this information with their children.

Encourage parents to attend the school open house or orientation night

If your school does not sponsor such an event, hold one for your classroom. Publicize the open house on school bulletin boards and with community outlets such as grocery stores, banks, etc. Mail invitations to parents well in advance. Be prepared to review the information in your “welcome letter,” but recognize that the open house is a social event. Parents will want to get to know their children’s teacher and classroom in a relaxed atmosphere. Have displays and examples of last year’s student work to give parents an idea of your teaching style.

Give parents a chance to express their needs and priorities

Encourage parents to share with you their goals about their child's education. Ask them to express their priorities about their child's academic and behavioral performance. Provide them with ways to enhance their child's learning at home and extend the classroom curriculum in the home environment and beyond. Discuss with parents the best ways (e.g., phone calls, notes) to communicate with them on a regular basis.

Ideas for Positive Two-way Communication

Start a weekly or bi-weekly newsletter

Start a weekly or bi-weekly class newsletter. While this may seem an impersonal method of communication, it can be personalized in several ways: (1) pick a student to decorate the border and be the newsletter artist of the week; (2) feature an "academic star" and a "class citizen" of the week and note their recent efforts; and (3) include student and parent contributions on a regular basis.

The tone of the newsletter should be positive, highlighting recent accomplishments and interesting experiences of the class. The newsletter is a proactive way to inform parents of upcoming events and activities. It may also include a few tips for parents about helping with homework and boosting reading skills. To encourage parents to be involved, add a few questions for a "reader opinion survey"—post the results the next week.

Greet parents personally as they drop off or pick up their child at school

This may require you to come in a little early so that you are organized before students arrive. Communicating with parents in this informal manner helps increase the comfort level of two-way communication. It also reinforces the idea that parents and teachers know each other and are working together for the benefit of students. This is not a good time to discuss problems, but it may be an opportunity to set an appointment.

Try to contact parents by phone at least once each quarter

A positive phone call acknowledging a student's improved work or continued effort, thanking a parent for helping out on a class project, or personally inviting a parent to a special event will increase parents' comfort in approaching you.

Create a Family Bulletin Board

By creating a family bulletin board in your classroom you can notify parents of upcoming events, display pictures from special occasions, and offer suggestions for parenting and home-learning.

Send students home with a Weekly Work Folder

Weekly Work Folders should be given to students every Friday containing their completed homework assignments, in-class work, and any tests or quizzes. Staple a blank sheet to the inside cover of the folder so that you can write a quick message to parents and allow space for them to respond.

Recognize academic and behavioral achievement

Achievement certificates should be able to be taken home and displayed. These certificates can be formatted and xeroxed in advance so that you can simply write in the child's name and achievement. Certificates can also be used to thank parents for their efforts.

Organize a telephone tree for parents in your classroom

In this way, each parent will receive a personal call reminding them of an upcoming event with a minimum amount of time and effort for you.

Develop a parent feedback form

Parent feedback forms can assist parents in monitoring their involvement in important areas, such as praising their children, getting children to school on time, helping with homework, volunteering in the classroom, etc. These forms are also a good way to provide parents with additional ways they can get involved in their child's learning.

Communicate personally with parents at least once a month

A quick "home note" can encourage parental involvement by suggesting ideas for home learning activities. Clearly mark a parent response portion of each note to encourage two-way communication. Ask parents to comment or answer one or two questions relevant to the content of your note. Seek parent input and feedback about the most effective ways to communicate with each other. Share information with other educators about successful parent involvement and communication approaches.

Contact LSS Information Services for a companion brochure for parents and additional brochures on homework involvement and report card sharing.

Partnerships is a publication of the Laboratory for Student Success (LSS), the mid-Atlantic Regional Educational Laboratory at Temple University Center for Research in Human Development and Education. For information about the LSS and other LSS publications, contact the Laboratory for Student Success, 1301 Cecil B. Moore Avenue, Philadelphia, PA 19122-6091; Telephone: (800) 892-5550; E-mail: lss@vm.temple.edu. Also visit the LSS website at <http://www.temple.edu/LSS>. Copyright © 1997 Temple University Center for Research in Human Development and Education.

LSS Partnerships

No. 101

A Guide for Parents

Report Card Sharing: How to Get the Most out of Parent-Teacher Meetings

by

Eva Patrikakou, Roger Weissberg, Mary Hancock,
Michelle Rubenstein, and Jennifer Zeisz
Laboratory for Student Success

One of the key goals of the Laboratory for Student Success (LSS) is to encourage school, family, and community partnerships to improve the academic performance and the socioemotional development of children and youth. Teachers face the challenge of educating an increasingly diverse student population which is growing up in varied home environments. Families and schools are both active participants in the education of children and youth. Parents/guardians and teachers need to collaborate to improve student achievement and school performance. Family members and educators each have a distinctive yet interrelated role to play, and each has an important voice to be heard.

Report Card Pick-Up represents a great opportunity for two-way communication between teachers and parents. Parents'/guardians' attitudes toward teachers and their efforts to get involved are critical to good parent-teacher relationships and to student achievement. Parent involvement is a necessary ingredient in children's growth, development, and learning. Being an involved parent takes time and perseverance, but there are many payoffs!

Did you know that...

Work closely with teachers to help your child

- Achieve more and like school better.
- Get better grades and test scores.
- Become more likely to graduate from high school.

Meet with teachers

- Get to know your child's teacher.
- Learn more about what your child is doing in school.
- Let your child know you and the teacher are working together.

How can I prepare for the meeting?

Write down specific questions you have about your child

For example...

- How is my child doing in class?
- How is my child's behavior?
- How long should homework take?
- What are the things my child does well?
- How does my child get along with peers?

Write down concerns you have for your child

- My child is having trouble with his/her math homework.
- My child seems to have a hard time paying attention.

Write down your child's strengths and accomplishments

- My child helps out around the house.
- My child enjoys reading.
- My child plays for the community basketball team and they won the local tournament.

What can I do to get the most out of the meeting?

Get all the information you need

- Which times table is my child having trouble with?
- Is there a certain time of day when my child acts out?

Ask for ways to help your child at home

- How can I help my child learn his/her times tables?
- How can I help my child with his/her homework every day?
- How can my child's teacher and I work together to develop a plan of action?

- How much TV viewing should I allow at home?

What can I do after the meeting to follow up?

Work with your child at home

- Follow the teacher's suggestions.
- Reading, checking homework, and asking your child about school are also great ways to help.

Identify ways to collaborate with the teacher in the future

- Establish the best ways (e.g., phone calls, notes) to communicate with each other on a regular basis.
- Pick a time to frequently touch base with the teacher about your child's progress.

Talk with your child's teacher often

- Let the teacher know if the suggestions worked.
- Ask for more tips if you need them!

Recognize the positive efforts of your child's teacher

- Point out something that your child enjoys doing in class.
 - Thank the teacher for a specific, positive thing he/she has done for your child.
-

Contact LSS information services for additional brochures on homework involvement and report card sharing.

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LSS Partnerships

No. 104

A Guide for Teachers

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Report Card Pick-Up represents a great opportunity for two-way communication between teachers and parents. Teachers' attitudes toward parents and their efforts to involve parents are critical to good parent-teacher relationships and student achievement. The teacher creates the climate for collaboration with parents and influences student learning at home as well as in the classroom. Teachers can set up the expectation that parental involvement is welcome and necessary. Involving parents takes time and perseverance, but there are many payoffs!

There is strong evidence indicating that children whose parents are meaningfully involved in their schooling:

- ★are better behaved and have more positive attitudes about school
- ★get better grades and test scores
- ★graduate from high school at higher rates
- ★are more likely to go on to higher education

Successful Parent Conferences—The First Meeting

One way to lay a firm foundation for successful teacher-parent collaboration is to have a parent-teacher meeting early on (late September, early October) before the

official "report card day," which usually takes place sometime in November. While the report card may serve as a valuable tool for discussing a child's academic and social performance, the focus on grades may distract parents from a more productive discussion.

In that early conference, parents are encouraged to do much of the talking while the teacher listens to what the parents have to say on a variety of issues. Here are important areas to cover and some sample questions educators might ask during such a meeting:

The parents' views of their child's strengths and weaknesses
(e.g., Which academic area does your child like most? Which does he/she tend to avoid?)

The parents' goals for and expectations of their child
(e.g., What are your goals for your child this year?)

The nature and extent of parents' involvement in their child's learning
(e.g., How do you help your child with homework at home? How often do you read to your child?)

Diversity and uniqueness of the child's family heritage
(e.g., What is your family routine at home before and after school?)

Asking parents for their views will help them feel included in their child's schooling and comfortable as partners in the education process. In addition, teachers can gain valuable information about a child's home environment and family dynamics, and set a positive tone in home-school communications. The information obtained from a positive initial conference can enable teachers to be more proactive, responsive, and successful in working with students and their parents throughout the school year.

All parents can benefit by learning new ways to communicate with teachers and support their children's academic and social development. With teacher encouragement and outreach, a parent who is not involved today could be a valuable partner tomorrow!

Making Report Card Sharing More Successful

Planning for the meeting

- ★ Send home a note that invites parents to meet with you and states the purpose of the meeting. Call parents who might need extra encouragement to attend.
- ★ Send a reminder the day before the meeting. Have students decorate the reminders. This will ensure that parents see your communication.
- ★ Parents can also be supplied with a simple worksheet to help them prepare for a report card pick-up meeting or conference.

★ Tell parents you would like to talk to them for 10-15 minutes at report card pick-up. Let them know they might have to wait a few minutes if they arrive at the same time as other parents. Have interesting materials for parents while they wait.

★ Collect samples of student work and identify areas that need improvement.

★ Prepare a summary for each child of issues/problems you want to cover at the meeting. Are there materials or techniques you could suggest to help parents with their child?

★ Make sure students feel part of the conference. Have students choose something they have done that they especially want to share with a parent or have them complete the student worksheet.

Communication during the meeting

Make sure to comment on at least one positive thing about each child. Focus on one or two areas for improvement. Some children have many problems, but don't overwhelm parents with them. Be specific. Successful communication is not vague or general.

Examples:

(general) "Crystal is doing poorly in math."

(specific) "Crystal remembers her 2's times table but is having trouble remembering her 3's."

(general) "Kenya is a good student."

(specific) "Kenya learns new material easily in all the subject areas. He is interested in learning more about..."

Ask parents if they'd be willing to help.

Suggest some specific steps that parents can take that will help their child be successful.

Provide materials (e.g., written instructions, sticker charts) to help parents carry out the task at home.

Establish a follow-up plan so that everyone knows when the goal is being accomplished.

Let parents know what you will do in the classroom to address the issue.

Ask parents to share with their child what you talked about.

Beyond the meeting

★ Send a note home thanking parents for coming and reminding them of the plan that was agreed upon.

- ★ Let parents know how things are going after a week or two.
 - ★ Let the child know that you enjoyed talking to his/her parents. If there is a plan of action, tell the child.
-

Contact LSS Information Services for a companion brochure for parents and for additional brochures on homework involvement and positive communication.

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In order for students to succeed in the classroom, they must develop a structure of self-reliance and responsibility. Parents/guardians and teachers can collaborate in this process by enforcing good homework habits at home and at school. Involvement in homework can strengthen the connection between home and school and enhance child learning. When parents and teachers work together to achieve learning success, children can develop healthy homework habits that last a lifetime.

Building Healthy Homework Habits

Getting Started Checklist

- | | |
|--|--|
| ★ Assignment notebook | ★ Check that homework is complete |
| ★ Set daily hour for homework | ★ Put assignment in bookbag |
| ★ Have your child sit at a clean, well-lit table | ★ Praise your child for his/her effort |
| ★ Supplies (e.g., pencils, paper, etc.) | ★ Talk with teacher as needed |
| | ★ Quiet! No television! |

Can you help your child build healthy homework habits? Answer these questions to see if you are getting your child off to a good start!

Homework can be done without a fuss. Have you:

-
- Agreed with your child upon a set workspace for homework?
 - Provided all the necessary supplies to help your child work efficiently?
 - Made sure the television is off and it is quiet in your child's workspace?

To help your child get the most out of homework assignments, do you:

-
- Check to make sure your child has finished all assignments?
 - Know how to help if your child is "stuck" or does not understand an assignment?
 - Know where to draw the line between helping your child and doing the work for him/her?
 - Talk to the teacher about problems your child has with homework?

To let your child know that homework is important, do you:

-
- Ask to see homework and talk with your child about what he/she has learned each day?
 - Talk to the teacher to find out about the class homework routine?
 - Praise your child for effort?

If you have answered "YES" to these questions, keep up the good work! If not, you may want to talk to your child's teacher or to other parents about successful ways to build healthy homework habits. Here are some helpful tips.

More tips for building healthy homework habits:

★ Ask the teacher how much time your child should spend studying and reading each day. Ask how you can help. It is easier to keep track of homework when you know the routine. Keep in touch with your child's teacher regularly.

★ Have your child write down assignments in a special notebook. Have your child work at the same time and place every day. Your child may not rush through assignments if she knows a specific time has been allotted for homework. A clean table with a good light is a must!

★ Look over your child's homework and make suggestions for improvement in a positive way. Homework is practice and doesn't have to be perfect. Check to see if it's neat and complete.

★ When your child is stuck, ask him to explain what he is doing. What questions would he ask the teacher? Ask your child what comes first, next, and so on. Review the directions and work together on the first problem.

★ Contact the teacher as soon as you have a concern about homework. Work with the teacher to find a solution to the problem.

★ Set a good example by doing your homework (paying bills, making a grocery list, reading) at the same time your child does her homework.

★ Place finished work in the same place (e.g., a bookbag) so it won't get left behind.

★ Show your child you are proud of his effort. A small treat or extra privilege can be given right after work is done. Hang up good papers for everyone to see. These things boost your child's self-esteem.

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Laboratory for Student Success

One of the key goals of the Laboratory for Student Success (LSS) is to encourage school, family, and community partnerships to improve the academic performance and the socioemotional development of children and youth. Teachers face the challenge of educating an increasingly diverse student population which is growing up in varied home environments. Families and schools are both active participants in the education of children and youth. Parents/guardians and teachers need to collaborate to improve student achievement and school performance. Family members and educators each have a distinctive yet interrelated role to play, and each has an important voice to be heard.

In order for students to succeed in the classroom, they must develop a structure of self-reliance and responsibility in the elementary school years. Parents and teachers can collaborate in this process by enforcing good homework habits at home and at school. When parents and teachers work together to achieve learning success, children can develop healthy homework habits that last a lifetime!

Getting Started

Establish a homework routine

It is important to establish a homework routine so that students and parents know what to expect. For example, on Mondays, introduce vocabulary words and have students use them in a sentence. On Tuesdays, have students practice spelling each of the vocabulary words. On Wednesdays, review the vocabulary words and meanings with students in preparation for a quiz on Thursday.

Send a letter to parents explaining your expectations for homework

The letter should include:

- information about the homework routine
- the amount of time students should spend reading, studying, and completing homework assignments per day
- information about how homework will be scored and how it will contribute to students' grades
- specific suggestions for helping children with homework

The letter should also:

- ask parents to review homework assignments and check if they are complete, neat, and accurate
- ask parents to provide you with their feedback on homework assignments
- let parents know when and how to contact you if they have concerns or questions about their child's work
- provide parents with information about homework resources (e.g., homework hotlines)

Ideas for Making Good Homework Assignments

Provide simple written instructions with each assignment so that parents can help if necessary. Include the due date and how it will be scored.

- Have students make a homework folder or assignment notebook. Make sure that they record assignments and that the notebook/folder goes home with them every day.
- Use a large "Homework Chart" in class to track students' efforts.
- Students should be able to understand the task and complete it successfully. Use only information and materials which are readily available to students.
- Keep assignments interesting, not too long, and related to your lessons. Assignments that lead to further exploration of a topic, a new application of skills, or stimulation of home discussion will receive more attention than assignments perceived as "busywork."
- At least once a week, give an "interactive" assignment which encourages

parental participation. Provide parents with tips on how they can reinforce classroom learning at home (e.g., count the forks when setting the dinner table).

- Don't wait until the end of class to give homework assignment. Explain and discuss the task early on so that students can see how it is related to the lesson and have time to understand what is expected. If possible, let students start work at the end of class when you are available to answer questions.

Provide prompt, specific feedback and praise

Without feedback, the positive impact of homework on student performance is greatly diminished. Return graded homework papers as quickly as possible. Your feedback should offer practical suggestions for improvement where necessary and should always praise students for their efforts:

"Your story shows great imagination, Chris! It was fun to read. Next time please check and correct the spelling on your new words."

"Good work, Sally, all of your fractions are correct. Please review how to write out mixed numbers."

Keeping Up the Good Work

Request student feedback

On occasion, ask students for their perspective on assignments. This "reality check" may improve your understanding of students' behavior and work habits. Some questions which may help you revise your assignments: How long did it take you to complete this assignment? Did you find it interesting? How difficult was it on a scale from 1 (easy) to 10 (difficult)?

Request parent feedback

Instead of signing off that a homework assignment is complete, have parents fill out a quick checklist that you can xerox and attach to

homework sheets:

- _____ How long did it take your child to complete this assignment?
- _____ My child completed this assignment on his/her own.
- _____ My child completed this assignment with some help.
- _____ My child needs more work on this skill/topic in class.
- _____ I need more information to help my child with this type of assignment.

If parents do not respond to the checklist or the student continues to have problems with homework, follow up with a call/meeting with the parent.

Increasing Homework Completion Rate

- Let students and parents know how much homework will count. Incorporate homework scores into the course grade. Or use a separate Homework Report Card which describes students' homework efforts for the grading period.
- Develop a reward schedule to reinforce homework completion, (e.g., give a student a small prize or privilege for completing three assignments in a row). Some ideas for prizes include school pencils, erasers, and stickers; privileges might include allowing the student to be first in line for lunch/recess or to choose a book for class reading. Make a sign to congratulate students who are consistent in their homework completion ("Follow these leaders...Michael, Amanda....") or post a photo of the "Hip Hop Homework Club."
- To encourage the entire class to work on homework, offer a prize (10 minutes of extra recess or a class game) if everyone completes an assignment on time.

Contact LSS Information Services for a companion brochure for parents and for additional brochures on homework involvement and positive communication.

Partnerships is a publication of the Laboratory for Student Success (LSS), the mid-Atlantic Regional Educational Laboratory at Temple University Center for Research in Human Development and Education. For information about the LSS and other LSS publications, contact the Laboratory for Student Success, 1301 Cecil B. Moore Avenue, Philadelphia, PA 19122-6091; Telephone: (800) 892-5550; E-mail: lss@vm.temple.edu. Also visit the LSS website at <http://www.temple.edu/LSS>. Copyright © 1997 Temple University Center for Research in Human Development and Education.